



Our Values:



Ready



Respectful



Safe

Our Principles of Practice:

Consistent & Calm

- Responses are always rational and planned
- Adults are role models
- We are calm, even when behaviour is challenging
- All adults follow our principles of practice for all children

First Attention for Best Conduct

- We focus on the children who are getting it right
- We use positive praise/reward
- Recognition acknowledges effort rather than achievement
- We communicate positive behaviours
- We recognise children who go over and above

Relentless Routines

- Meet and Greet- every child, every day with a smile
- Children indicate how they are feeling through zones of regulation
- Silent Stopping- signal, pause, insist
- Wonderful Walking- low/no voices
- Smart Sitting
- Tremendous Transitions
- Positive Play
- Quiet Queues

Scripted Interventions - Suggested scripts - Reinforcement of our school values - Consistent language and phrasing for children <i>I've noticed...I can see you are...</i> <i>It is okay to feel angry...At Coldfair we...</i> <i>Yesterday/Last week I saw you...</i> <i>I want to see you doing that now, thank you.</i>	Restorative Follow Up - Chosen for incidents that need repairing - We teach children what is expected - Age and stage appropriate - Restoration happens with the adult and/or child it has affected as far as possible	High Expectations - All children are expected to follow our rules - Adults build warm relationships and show genuine care and concern, even when things have gone wrong - Headteacher is visible and supports staff appropriately - We communicate with families when things have gone wrong and work together in the child's best interests
Positive Praise -Verbal praise given immediately -Stickers -Dojo points are awarded regularly in class -Whole school house point system – ‘catch me being good’ -Conversations with Parents/Carers before/after school -Phone calls to families if not at pick-up times -Positive notes home -Star of the Week from class Teachers (For consistently demonstrating positive behaviour, kindness, and respect) -Headteacher's Star of the Week (for going over/beyond what is expected)		Stepped Consequences 1. Redirection- a nudge in the right direction (verbal/non-verbal) 2. First verbal reminder 3. Second verbal reminder 4. Consequence/Reset – Time out/Reflection time (appropriate to age of child) 5. Repair- a conversation with child at break or lunch with the class teacher or adult affected. Restorative sheet to be used if appropriate. 6. This will be communicated with Parents/Carers If behaviour escalates after Step 3, causes significant disruption, or involves a serious incident (e.g. physical aggression, threatening behaviour, property damage, or running from the classroom), the class teacher will call for support from the Headteacher and DSL